



Curriculum at Primary level in relation to Art Education- Evaluative study in District Srinagar of J& K

Shazyah Majeed

Ph.D Research Scholar,

School of Education and Behavioral Sciences. Kashmir University (India)

ABSTRACT

This study aims at analysis of curriculum in relation to arts education in primary schools of District Srinagar and to give suggestions for intervention and improvement in teaching of art education at primary level on the basis of the findings of study. The study was carried in 32 schools of eight educational zones of District Srinagar by selecting four schools from each educational zone on random basis. From each school classroom teachings of art education was observed. The data was collected through checklist and observation schedules. The result shows that 7(27.88%) Schools provide art education to class 1st, 2nd, 3rd, 4th, and 5th and 5(14.7%) schools provide Art Education to upper Primary classes i.e., 6th to 8th. out of 12, 7 (27.88%) schools provide art education in the form of drawing that too to lower primary classes i.e., class 1st to 5th and 5(14.7%) schools provide art education in the form of craft that too to upper primary classes i.e., 6th to 8th and to the girls students under SSA(NPEGEL) scheme and none of the school provides art education in the form of music, dance, painting, photography, print making and theatre. However teachers of 5(14.7%) schools use music and story telling while imparting instructions of other subjects i.e., English, Math, Urdu and Kashmiri that too to lower primary classes. The results further revealed that 5(14.66%) teachers use an instructive approach while imparting art education to students, 4(33.33%) teachers use interactive approach, 3(25%) teachers use participatory and none of the teacher use experimental approach.

Key words: *Art Education, Curriculum, District Srinagar, Primary level.*

LINTRODUCTION

The school curriculum is a social artifact constituted of those elements of our human understanding and experience that have evolved and developed over time. The overriding expectation from education is that it should provide the individual with the means to be successful in the world which she or he inhabits so educating is about achieving. There is an expectation that the individual wants to achieve in order to succeed in life. The ability of the education system to enable each individual child to achieve success is bound up in the form, structure and conception of the knowledge that makes up the School Curriculum.

The word “curriculum” has been used in many ways. It usually stands for a school’s written courses of study and other curriculum materials, the subject content taught to the students, the courses offered in a school, and



the totality of learning experiences offered to students in a school. Some use the term curriculum in a very limited and specific content while others attach very general and broad meanings. According to Smith (1957) curriculum is a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in a ways of thinking and acting. David Pratt (1980) describes curriculum as an organized set of formal educational and training intentions. Thus Curriculum comprises of all the experiences that individual learners have in a program of education, whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of framework of theory and research or past and present professional practices. The whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of balanced personality. At primary stage the knowledge, skills and values developed in future citizens should be such as they face the challenges amicably, boldly and effectively, as it is the most important stage of learning. Primary Education is the stage when the child is made aware of the potential of learning, the existence of a society outside its immediate family environment and the need to adjust with the enveloping societal, national and community ethos. When children enter primary school they come with a relatively large aesthetic knowledge that comprises visual images, local music and songs, rhythm and body movements. They are capable of expressing and experimenting with different media, materials and forms of art.

1.1 Recommendations of National Curriculum Framework (2005)

Art education must become a subject taught in every school as a compulsory subject up to class x and facilities for the same may be provided in every school. The streams covered by the term arts education are music, dance, visual arts and theatre, with special emphasis on Indian traditional arts and crafts, which currently face the threat of being drowned out by so called mainstream and popular arts. School authorities must acknowledge in practice that arts are to be given significance in the curriculum and not just restricted to being so called entertaining or prestige earning activities. They must permit and actively encourage students to study the arts and emphasis should be given on learning than teaching in arts education and teachers should have participatory and interactive approach rather than instructive. For activity based subjects like arts and craft schools should allocate block periods, which is two periods of 40-45 minutes each. On an average schools have 40 periods per week for primary and 48 periods in upper primary. Out of this, $\frac{1}{4}$ time should be allocated for arts education. All schools should have the basic facilities to provide arts education, which will include trained teachers, resources to provide basic materials, separate space for conducting visual and performing arts. Classroom organization and the concept of space, especially for the activities in arts education is an integral part of teaching learning process. In an ideal situation, schools should have rooms especially allocated for art activities, whether for visual or performing arts. Where students can spread their work, sit at ease and interact with teachers and the peer group easily. A hall or a big room or even an open space for theatre activities in the school is the must since these activities require lot of space. Number of students in the classroom should be limited (to 30-35 students per class) and manageable this permits the teacher to pay personnel attention to every student. If the class is



large, it is advisable to divide them in different groups. This will enable the teacher to supervise them group wise.

1.3 Review of the Related Literature

Betty Hanley (1990) on critical analysis of Canadian elementary arts curriculum from Quebec, Saskatchewan, British Columbian and Ontario reveals that recent documents demonstrate a growing understanding that arts are cognitive pursuits they are seen as occasions for mental activities. All but Quebec document share a similar understanding of the social nature of art- a developing generic view.

Lauren J. Reavis (2009) on content analysis of pre-service programs and a proposed curriculum in relation to art teacher preparation for teaching in an inclusive classroom revealed that many art teachers perceive that they are unprepared to adequately teach special need students in their art classroom. The inclusion movement in schools increases the likelihood that a teacher will have students with special needs in their arts classroom.

Ayse Okvuran(2010) conducted a survey type study to examine the visual arts, music and artistic activities curricula and guidebooks for grades 1 through 8, as well as weekly class hours decided by the ministry of education. Content analysis method was used for the analysis and five teachers were interviewed to establish the situation about the practical problems in the field of drama, art and museum education. The results reveal that in elementary school curriculum, the field of arts, museum and drama education are included as compulsory elective courses or instructional methods.

M. A. Tabar(2015) on survey type research on analysis of the elementary arts education curriculum in Iran collected data from 81 teachers of 18 schools of three states in Iran and 440 students in knowledge and attitude tests. The results revealed that the art curriculum in Iran focused heavily on making activities in two main areas namely painting and handicraft but because of the limited exposure, teachers were inadequately equipped, thus lacking well grounded knowledge and skills in art teaching.

Ana-Maria Aproloaie-Iflimi (2016) on analysis of visual art curriculum towards a new visual art language and analysis reveals that fine arts are studied only up to the 10th Grade, except for the humanity profile and for the vocational arts profile .School curricula stipulate fine arts study up to mid 20th century. Openness towards contemporary art and the language of art starting with the second half of the 20th century is quite limited even if the curriculum allows a certain flexibility in the approach.

Hamza Bajouda (2016) studied the strengths and a weakness of the new curriculum developed in Saudi Arabia and identifies the expected outcome and its role in achieving excellence in art education. The data was collected through non participant observational method with an emphasis on the content analysis approach. The results revealed that the new art curriculum is a major advancement of the field of art education in Saudi Arabia because the new curriculum is subjected to revision as art educators received feed back from the field.

Gustavo Cunha de Arajo(2017) conducted survey to examine the relationship between official policy on art education in Brazilian basic education and what is actually taught and done in public school teaching in Mato Grasso, Brazil. The data was collected through direct observation of classes and by analysis of the guideline,



parameters and other official documents related to art education in Brazilian primary and secondary schools. The findings revealed that there is a gap between the theoretical guidelines of these documents and what is taught and done in public schools.

1.4 Importance of Art Education

Art education plays important role in child development. It helps in the development of motor skills, Language development, and development of problem solving skills, development of critical thinking, development of visual-spatial skills, and development of creativity. The importance of art education in school curriculum is that it can begin to introduce students to another way of understanding themselves and the world and different ways of expressing thoughts, experiences and feelings that are not easily expressed in everyday symbols and signs. Education in the arts is an integral part of the development of each human being. The arts are what makes us most human, most complete as people. Education and engagement in the arts are an essential part of the school curriculum and an important component in the educational program of every student. The arts provide learners with non academic benefits such as promoting self esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity. Art promote the understanding of culture and promote social skills that enhance the awareness and respect of others.

A 2002 report by the art education partnership revealed that school children exposed to drama, music and dance are often more proficient at reading writing and math. A report by the Rand Corporation (2005) revealed that arts education can help close the gap between socio economic groups, creating a more level field between children who may not be exposed to those enrichment experiences outside of school The 2006 Solomon.R.Guggenheim Museum study on art education showed a link between art education and improved literacy. Students who took part in the art program performed better on the six different categories of literacy and critical thinking skills than those who did not. Ellen Winner and Lois Het land (2007) revealed that art education helped students improve visual analysis skills, learn from mistakes, be creative and make better critical judgment. A report by the center of art education (2009) found that schools without the access had the highest dropout rates and those with the highest graduates rates also had the greater access to arts education and resources. A report by Missouri Department of education in collaboration with the Missouri Alliance for arts education (2010) found that arts education had a significant effect on the academic and social success of their students. Greater art education led to fewer disciplinary infractions and higher attendance, graduation rates and test scores. A report *Reinvesting in Arts Education* (2011) found that integrating arts with other subjects can help raise achievement levels and skills learned in visual arts could help improving reading and counterpart fostered in playing an instrument could be applied to math.

Realizing the importance of art education in holistic development of students, the investigator felt interested in undertaking an evaluative study of curriculum at primary level in relation to art education. This study will bring into focus the issues related to art education in curriculum at primary level so that clear picture comes to fore



and give prescription in a bid to bring the Curriculum in Primary Schools in accordance with NCF-2005. Also the study was done in order to enable teachers and administrators and other agencies involved in the design of syllabus make a rational decisions and choices.

II.STATEMENT OF THE PROBLEM

The problem for the present study reads as under:

“Curriculum at Primary level in relation to Art Education-Evaluative study in District Srinagar of J& K.”

III.OPERATIONAL DEFINITIONS OF KEY TERMS

The key terms used in this study might be functionally defined as follows:

3.1 Art education

Art education is a subject comprising of music, dance, visual arts and theatre.

3.2 Curriculum

“Curriculum is the set of courses offered at School”

Primary

“It is a stage that includes the first eight grades i.e., 1st to 8th grade”

3.3 District Srinagar

It is one of the districts of Jammu and Kashmir”

3.4 Primary

“It is a stage that includes the first eight grades i.e., 1st to 8th grade”

IV.OBJECTIVES OF THE STUDY

1. To find out whether Art Education is offered at Primary Schools from class 1st to 8th.
2. To find out the streams covered by Primary Schools in providing Art Education.
3. To find out the pedagogy used by teachers in providing Art Education to students at primary level.
4. To make suggestions for intervention and improvement in teaching of Art Education at Primary level on the basis of findings of the study.

V.METHODOLOGY

The study was undertaken in 8 zones of District Srinagar of Jammu and Kashmir. These zones were selected to represent the whole District i.e., Srinagar. From each zone 4 Govt. Middle school were sampled on random basis. In all 32 Govt. Middle schools were sampled from District Srinagar. From each school one classroom teachings i.e., art education was observed. So information regarding streams covered and pedagogy used by



teachers in providing art education in primary classes of government schools was collected through observation of classroom teaching and the aspects which were not covered through observation were later covered through discussion with teachers and students.

VI. DATA GATHERING TOOLS USED

The data for the present study was collected with the help of the following constructed tools:

1. Checklist to gather information regarding whether Art Education is offered at primary level in government schools of district Srinagar.
2. Observation schedule-I for observing streams covered in providing Art Education.
3. Observation schedule-II for observing approach/pedagogy used by teachers in providing art education to students.

VII. STATISTICAL ANALYSIS OF DATA

The raw scores obtained from the checklist, and observation schedule were statistically treated using percentage.

VIII. RESULTS AND DISCUSSION

Table 1.0 showing the Art Education offered at Primary level in Government Schools of District Srinagar. (N=32)

S. No	Art Education	Total No. of Schools taken as sample	No. of Schools offering the curricular area	% age
1.	Class 1 st	32	7	21.88%
2.	Class 2 nd	32	7	21.88 %
3.	Class 3 rd	32	7	21.88 %
4.	Class 4 th	32	7	21.88 %
5.	Class 5 th	32	7	21.88 %
6.	Class 6 th	32	5	14.7%
7.	Class 7 th	32	5	14.7%



8.	Class 8 th	32	5	14.7%
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The perusal of table shows that 7(21.88%) schools provide art education to class 1st, 2nd, 3rd, 4th, and 5th and 5(14.7%) schools provide Art Education to upper Primary classes i.e., 6th to 8th.

Mostly those subjects were taught that are examination oriented and cover the cognitive aspects of Curriculum and the non-cognitive aspect of Curriculum is neglected which is heavy part of Curriculum and helps in development of imagination, sense of aesthetics, sensitivity and inventiveness and above all development of attitudes, values and skills for living in harmony with oneself and others including nature.

Table-2.0 showing the streams covered in art education at Primary level in Government Schools of District Srinagar. (N=32)

S. No	Observation	Total No. of Schools taken as sample	No. of Schools offering the stream	%age
	Streams covered			
1.	Music			
	• Folk	32	0	0%
	• Classic	32	0	0%
2.	Dance			
	• Folk	32	0	0%
	• Classic	32	0	0%
3.	Visual arts			
	• Drawing	32	7	21.88%
	• Painting	32	0	0%
	• Crafts	32	5	14.7%
	• Photography	32	0	0%
	• Print making	32	0	0%
4.	Theatre(Drama)	32	0	0%



The perusals of the table reveals that 7(21.88%) schools provide art education in the form of drawing that too to lower primary classes i.e., class 1st to 5th and 5(14.7%) schools provide art education in the form of craft that too to upper primary classes i.e., 6th to 8th and to the girls students under SSA(NPEGEL) scheme and none of the school provides art education in the form of music, dance, painting, photography, print making and theatre. However teachers of 5(14.7%) schools use music and story telling while imparting instructions of other subjects i.e., English, Math Urdu and Kashmiri that too to lower primary classes.

Table-3.0 showing the approach/pedagogy used in providing art education at Primary level in Government Schools of District Srinagar. (N=32)

S. No	Observation regarding approach used	Total No. of Schools taken for observation	No. of Schools using an approach	%age
1.	Participatory	12	3	25%
2.	Interactive	12	4	33.33%
3.	Experimental	12	0	0%
4.	Instructive	12	5	41.66%

While observing art teaching in 12 schools that impart art education out of 32 selected sample schools, the investigator found that 5(41.66%) teachers use an instructive approach while imparting art education to students, 4(33.33%) teachers use interactive approach, 3(25%) teachers use participatory and none of the teacher use experimental approach.

IX.DISCUSSIONS

The results revealed that in majority of Primary School Art Education is not taught as a compulsory subject although our latest curriculum reform document (NCF-2005) has emphasized on the same. The results are in line with the study conducted by Gustavo Cunha de Araujo in 2017 in which he found that there is a gap between the theoretical guidelines of these documents and what is taught and done in public schools. The results further revealed that the schools who provide art education put emphasis only on drawing keeping aside other streams like music, dance, painting, photography and theatre and most of the teachers use instructive approach rather than experimental. The results are partially in line with the study conducted by M. A. Tabar in 2015 in which he found that due to limited exposure, teachers were inadequately equipped, thus lacking well grounded knowledge and skills in art teaching.



X.CONCLUSIONS

On the basis of analysis and interpretation and discussion of the results presented above, one can conclude that the art education is not considered as compulsory subject taught at primary level. This may partly be responsible for the reasons that examination oriented subjects are given more preference as compared to other subjects like art that are equally important for proper growth and development of the child. This perhaps may be attributed to that all guidelines given by latest curriculum document are not followed by principals of primary school while framing the curriculum of school.

XI. SUGGESTIONS

1. Curriculum at Primary level should include all subjects/curricular areas that help in overall development i.e. development of cognitive, affective and psychomotor domains of learners personality. The research in educational psychology has proved that pupils are not alike in intelligence, ability, interest, potentialities and needs. Providing a flexible curriculum that meets the specific needs of individual students or group of students is of urgent need.
2. Curriculum of the schools should be in line with the latest curriculum document, reflecting the importance of different subjects in the curriculum.
3. Educationists particularly administrators of schools who are assigned the responsibility of framing the timetable should include the subjects apart from the examination oriented subjects.
4. Emphasis should be given on learning than teaching in arts education and teachers should have participatory and interactive approach rather than instructive.
5. Schools should have the basic facilities to provide arts education, in the form of infrastructure and human resources.

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